

DOCUMENT RESUME

ED 114 082

IR 002 709

AUTHOR Schwarz, Edith; And Others
TITLE Instructional Program for Library/Media Centers.
INSTITUTION Cheltenham Township School District, Elkins Park, Pa.
PUB DATE 75
NOTE 49p.

EDRS PRICE MF-\$0.76 HC-\$1.95 Plus Postage
DESCRIPTORS Audiovisual Aids; Books; Catalogs; Curriculum Guides; Elementary Secondary Education; *Instructional Materials Centers; Instructional Programs; *Library Instruction; Library Programs; *Library Skills; Pamphlets; Periodicals; Reference Materials; *School Libraries

IDENTIFIERS Pennsylvania (Cheltenham Township); Pennsylvania (Elkins Park)

ABSTRACT

The Cheltenham Township school district (Elkins Park, Pennsylvania) has compiled a guide for library instruction. Suggested learning objectives and activities are listed for each grade level K-9, while an elective mini-course is proposed for grades 10-12. Integration of library instruction with curriculum and classroom activities is emphasized at all levels. The library instruction plan is recapitulated in chart form with indications for each grade level as to when a topic should be presented, taught, and reviewed and expanded. Subjects include orientation, parts of books, audiovisual materials, alphabetizing, Dewey Decimal System, the card catalog, dictionaries, atlases and maps, research skills, periodicals, vertical files, reference works, and literature appreciation. A list of available lessons and a multimedia bibliography are appended. (LS)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

**INSTRUCTIONAL PROGRAM
FOR
LIBRARY/MEDIA CENTERS**

FR

ED114082

INSTRUCTIONAL PROGRAM
FOR
LIBRARY/MEDIA CENTERS

by

Edith Schwarz

William Morris

David Opatow

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

School District of Cheltenham Township
Elkins Park, Pennsylvania 19117

ADMINISTRATION

Dr. John R. Thorson, Superintendent of Schools
Mr. Philip R. Butler, Assistant to the Superintendent
for Instruction
Mr. Henry B. Decker, Assistant to the Superintendent
in charge of Business
Dr. Edwin W. MacBeth, Director of Curriculum
Mr. David H. Opatow, Coordinator of Libraries

BOARD OF SCHOOL DIRECTORS

Mr. Walter S. Wisniewski, President
Mrs. William G. Rose, Vice President
Mr. Bernard H. Berger
Mr. Herbert B. Fox, Jr.
Mr. Frank J. Hoerst, Jr.
Mr. Harvey E. Hoffman
Mrs. Joanne Johnson
Mr. William David Webb
Mr. Herbert Wile, Jr.

TABLE OF CONTENTS

I. Introduction	Page 1
II. Elementary Library Instruction	Page 2
III. Secondary Library Instruction	Page 16
IV. A Graded Program of Library Instruction	Page 22
V. List of Sample Lessons Available - Appendix B	Page 39
VI. Multi-Media Bibliography on Library Skills and Instruction - Appendix C	Page 40

K-12 LIBRARY/IMC PROGRAM - 1974

Introduction

"To provide a planned, purposeful, and educationally significant program which will be appropriately integrated with the classroom teaching and learning program."

From School Library Philosophy and Policy Statement
adopted May, 1974 by the Board of School Directors.

The K-12 program of Library Skill Objectives represents the achievement of the first half of the above statement. The program was developed with the help of all school librarians who reviewed the draft proposal. The program is a guideline to the skills which every student should acquire. The grade levels are suggested and should be adjusted to the needs of the student.

Library skills of necessity, are closely related to research skills and enrichment procedures in every subject area. Therefore, in the implementation of skill objectives it is imperative that close cooperation exist between the classroom teacher and the librarian. In order to achieve this goal, library staffing requirements and volunteer training programs should be geared to providing sufficient supportive personnel for the librarian.

At the elementary level the librarian will need to be available both to aid the classroom teacher and to undertake some teaching responsibilities. At the secondary level this will also be true and additionally if the recommendations are implemented, an elective mini-course in resources in major subject areas would require considerable planning and teaching time on the part of the librarian.

ELEMENTARY LIBRARY INSTRUCTION

Introduction

Elementary library instruction is designed to provide students with the skills to use library books and audio visual materials independently. These skills are tools for productive learning, effective thinking and intelligent action.

Since each student progresses at his own rate, grade levels are suggested and skills should be presented according to the needs of the individual student. A well balanced library instructional program for the elementary school requires careful planning by the librarian and the classroom teacher. Staffing of the library must be such that the librarian has mobility within the school to plan with teachers to coordinate classroom needs with library services.

Activities of the literature program, such as storytelling and reading aloud, help make the students aware of their literary heritage and the beauty of the language. Long after students can unlock the treasures of the printed page for themselves, they will profit from listening.

KINDERGARTEN

1. Student develops a feeling of familiarity with and enjoyment of the library and is aware of library routines.

- Defines library

- Identifies personnel

- Aware of the library as part of the school, a pleasant place

- Locates Easy sections, A/V materials and magazines

- Recognizes orderliness in books, furniture, A/V materials

- Aware materials must be check out of the library

2. Student begins to exhibit responsibility in the library

- Respect for others should include quiet, courteous behavior when entering or leaving.

- Respect for books and materials should include proper way to open book, turn pages, importance of clean hands, safe places to store materials, use of bookmarks, keeping books dry, etc.

3. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.

- Exposed to storytelling

- reading aloud

- browsing

- poetry

- Identifies illustrations

1st GRADE

1. Student develops a feeling of familiarity with and enjoyment of the library and is aware of library routines.
 - Defines library
 - Identifies personnel
 - Aware of the library as part of the school, a pleasant place
 - Locates Easy sections, A/V materials and magazines
 - Recognizes orderliness in books, furniture, A/V materials
 - Aware materials must be checked out of the library
 - Knows availability of public libraries
2. Student begins to exhibit responsibility in the library
 - Respects others by quiet, courteous behavior when entering or leaving.
 - Respects books and materials by properly opening books, turning pages, importance of clean hands, safe place to store materials, use of bookmarks, keeping books dry, etc.
3. Student is able to apply circulation procedures
 - Selects a book carefully
 - Knows purpose of book card and due slip
 - Knows how to sign out card properly
 - Returns books on time
 - States home care of books
4. Student is able to sing or say alphabet and begins to know importance of alphabetizing.
 - Arranges letters in alphabetical order from left to right
 - Matches them to shelf letters
5. Student knows that E on book spine stands for "easier to read"
6. Student begins to identify parts of a book
 - Defines title, identifies title
 - Aware of page numbers and sequence in book
 - Relates contents to cover
 - Defines author
 - Defines illustrator
 - Defines spine, identifies spine label
7. Student is aware of what a dictionary is and begins to use picture dictionary

8. Student gains some enjoyment and appreciation of literature through many opportunities to listen, read and speak.

Exposed to storytelling

Reading aloud

Browsing

Identifies illustrations

Introduced to specific illustrators

GRADE 2

Review and emphasize as needed:

LIBRARY ORIENTATION**LIBRARY CITIZENSHIP****LIBRARY PROCEDURES**

1. Student develops a feeling of familiarity with and enjoyment of the library and is familiar with library routines.
 - Locates recreational and informational books
 - Locates non-book and A/V materials
 - Defines a community library
 - Demonstrates correct use of basic A/V equipment
2. Student exhibits responsibility in the library toward other students and books and materials.
3. Student begins to identify parts of a book.
 - Identifies title page
 - States three or four main points of information on a title page
 - Identifies and defines publisher
 - Identifies and locates table of contents
 - Knows order of index
 - Defines and begins to use glossary
4. Student begins to learn arrangement in the library
 - Defines and locates Fiction
 - Defines and locates Non-fiction
 - Defines and locates E Fiction
 - Defines and locates E Non-fiction
 - Defines and locates Reference
 - Knows fiction is arranged in alphabetical order
 - Knows alphabetical arrangement of Fiction refers to first three letters of authors last name
 - Aware Non-fiction books are arranged in numerical order
 - Recognizes Fiction and Non-fiction by call number
 - Defines and recognize purpose of call number
5. Student arranges words alphabetically by 1st and 2nd letters.
6. Acquires some skill in finding words in an easy dictionary.
 - Locates spelling
 - Locates definitions

7. Student begins to use an easy encyclopedia.
 - Aware of kind of information in encyclopedia
 - Knows arrangement of encyclopedia
 - Selects proper volume by using alphabetical skills
8. Student selects and looks at/listens to filmstrips and other A/V materials on his own.
 - Knows location of A/V materials
9. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.
 - Knows what Caldecott Medal Award means
 - Introduced to "chapter books"
 - Introduced to poetry as a form
10. Student is aware of card catalog
 - Knows purpose
 - Aware of arrangement

GRADE 3

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

1. Student develops a feeling or familiarity with and enjoyment of the library and is familiar with library routines.
 Knows care and handling of A/V materials and equipment
 Returns books and materials to proper place

2. Student alphabetizes easily by 3, 4, 5 or more letters and by 2 or more words.

3. Student uses encyclopedia to locate information
 Identifies the type information found in an encyclopedia
 Aware entries are noun words
 States difference between encyclopedia and dictionary
 States arrangement of encyclopedia by letter or combination of letters
 Selects simply key words
 Recognizes main heading and subheading
 Defines skimming. Begins to use skimming.
 Aware of cross references (see and see also)
 Aware of other features of encyclopedia (maps, study guides, diagrams, charts, bibliographies)
 Locates index in different encyclopedia

4. Student uses alphabet skills to find words in abridged dictionary.
 Knows unabridged dictionary contains more information
 Use guide words to locate entry words quickly

5. Student gains more knowledge on arrangement of books in the library.
 Discusses groupings and types of groupings
 Aware of need for arrangement
 Arranges non-fiction books in numerical order
 Aware each number means different subject
 Locates specific fiction and non-fiction books on E shelf
 Locates and defines reference
 Becomes aware of the almanac, atlas, and Jr. Books of Authors
 Locates and defines Biography
 Distinguishes between collective and individual biography
 Knows individual biography is shelved alphabetically within classification by biographee

6. Student can find and replace Fiction books.
 - States parts of a book
 - Uses table of contents and index effectively
 - Knows relationship of title page of book to title frame of filmstrip
7. Student knows school circulation procedures for book and non-book materials.
8. Students begin to use card catalog
 - Knows location of card catalog
 - Knows arrangement of card catalog
 - Uses guides in card catalog
 - Identifies a title, author and subject card
 - States whether card identifies book or A/V material
 - States what information is on a catalog card
 - Knows where call number is located
 - Knows authors last name comes first
9. Student can begin to use a variety of reference books effectively.
 - Locates main library resources
 - Begins independent work with card catalog.
 - Aware of types of materials available in school and public library
10. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.
 - Introduced to folklore, myths to specific authors

GRADE 4

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

1. Student develops a feeling or familiarity with and enjoyment of the library and is familiar with library routines.
 - Knows care and handling of A/V materials and equipment
 - Returns books and materials to proper place
2. Student can alphabetize by 5 or more letters.
3. Student states and defines parts of the books
 - Knows title page, title, author, illustrations, place of publication, publisher, date of publication, editor, translator, verso, copyright date
4. Student uses dictionary effectively.
 - Aware of kinds of information about words given (spelling, pronunciation, abbreviations, derivations, proper names, definitions, illustrations, synonyms, antonyms, English usage and parts of speech)
5. Student gains understanding of decimals in order to use Dewey Decimal numbers.
6. Student uses card catalog to find entries by title, author or subject.
 - Aware of filing rules (people, abbreviations, etc.)
 - Knows and uses cross reference cards
 - Can locate books in subject areas by using call numbers in card catalog
7. Student uses encyclopedias effectively.
 - Begins to compare encyclopedias, and date of publications.
 - Aware of arrangement of real people vs. fictional
 - Knows what an annual is
8. Defines an Atlas, aware of scale on a map.
 - Begins to use table of contents and location symbols on maps

9. Student makes a floor plan of library and blocks in location of all materials.
10. Student is aware that story collections (SC) are shelved alphabetically by author.
11. Student defines and locates vertical file.
 - Knows arrangement of vertical file
 - Locates pictures and pamphlets in vertical file
12. Student begins to skim, take logical notes and keep written records of his research.
 - Defines a bibliography
 - Writes a bibliography for a book by one author and/or an encyclopedia
 - Takes notes by selecting main points and subpoints
 - Uses own words or "quotes"
13. Students gain enjoyment and appreciation of literature through many opportunities to listen, read and speak.
 - Introduced to Newbery Awards
 - Introduced to Literature on Audio Visual Materials
 - Introduced to Plays
 - Introduced to Short Stories

GRADE 5

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

1. Student keeps records of his research.
 - Knows how to make bibliographic record of book
 - Knows how to make bibliographic record of a magazine article
 - Knows how to make bibliographic record of Audio Visual materials
 - Knows how to make simple bibliographic lists
2. Student takes notes and then makes outlines.
 - Groups information into topics and subtopics
 - Orders information from general to specific
 - Makes simple skeleton outlines (topic)
 - Makes simple sentence outlines
 - Arranges topics in chronological order if appropriate
 - Aware of placement of supporting facts and opinions
3. Atlas.
 - Understands scale and makes scale drawings
 - Locates places on maps by using location symbols
 - Defines geographic terms
 - Knows variety of information in indexes
 - Reads and translates tables and graphs and charts
4. Student defines and locates appendix, footnotes, frontispiece, dedication, preface, forward, introduction, acknowledgements and list of illustrations.
5. Student begins to understand the development of a book.
 - Familiar with terms clay tablet, manuscript, papyrus, and general history of books
 - Aware of how a book today is made
 - Can create own book
6. Student uses card catalog independently.
 - Uses cards to find Audio Visual and non-book materials
 - Arranges words and names in proper order as referred in filing (Mac, Mc, Mr., Mister, Mrs.)
 - Interprets fully information on catalog card

7. Student uses unabridged dictionary effectively.
Uses dictionary for crossword puzzles
8. Student knows usefulness of encyclopedia in gathering materials for research project.
Uses index to greater extent to find specific information
Uses more than one set to gather information
9. Student begins to use a variety of reference materials.
Aware of biographical and geographical dictionaries, almanacs, annuals
Aware of additional encyclopedias, and reference sources in community library
10. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.
Introduced to poetry
Exposed to reading aloud
story telling
browsing

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

PRACTICE OF 5th GRADE SKILLS

1. Student begins to develop an approach to research.
 - Locates total book, non-book and Audio Visual Materials
 - Selects sufficiently limiting topic
 - Selects resources, uses
 - Takes notes and outline, make bibliography
2. Student is aware of indexes in the library.
 - Aware of National Geographic Index
 - Aware of Poetry Index
3. Student begins to use Abridged Readers Guide.
 - Knows how fast books are obsolete
 - Knows current sources of information
 - Knows how to read entry, abbreviations, headings, and subheadings
 - Locates information by and about people
 - Locates information on specific subjects
4. Student is aware of Thesaurus.
5. Student is aware of Bartlett's and other book of quotations.
 - Knows how to locate by author
 - Knows how to locate by words of quote
6. Student is aware of different kinds of alphabetizing used in phone books, dictionaries, encyclopedias and card catalog (word for word, letter by letter).
7. Student traces etymology of words, recognizes and uses accents and diacritical marks as well as syllabication.
8. Student recognizes specific advantages of books to Audio Visual and non-book materials.
9. Student lists all sources correctly in bibliographic form (includes Audio Visual and non-book sources).

10. Student is aware of 10 divisions of Dewey Decimal System and understands purpose.
11. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.
 - Introduced to collective Biography
 - Exposed to reading aloud
 - story telling
 - browsing

Introduction

Library skill instruction at the Junior High School level is designed to review skills taught earlier and to introduce new reference sources. Since reference sources are utilized at each grade level in several subject areas, implementation requires careful planning by the librarian and the classroom teacher.

To illustrate the applicability of library skills to subject area, grade levels are suggested, (likewise sources listed under various topics give representative titles but are not all inclusive). These skills should be varied according to the needs of the student and the curriculum.

Since skill instruction is integrated with subject instruction, library orientation should not be longer than one or two class periods for 7th and 10th grades. Orientation and review at the 8th, 9th, and 11th and 12th grades should be determined based on needs of the classroom teacher.

7th GRADE**I. Student knows all preceeding library skills (K-6).**

A. Orientation: Arrangement of library, statement of library policies. Location and operation of A/V equipment, and student responsibility in the library.

B. Student uses the card catalog on an independent basis for location of needed print and non-print resources.

1. Have knowledge of different catalog cards: author, title, subject, see reference, etc.
2. Have knowledge of location of "call number" on catalog cards.
3. Have knowledge of the Dewey Decimal, or numerical sequence of library resources organization within the library.

C. Student uses a general encyclopedia effectively (World Book, Comptons, etc.)

- Use of: 1. Indexes
2. Cross References, etc.

D. Student knows and is able to use the Pamphlet File.

E. Student knows and is able to use general and special language dictionaries.

F. Student knows basic biographical reference sources.

II. Skills present at the 7th grade level.

A. Student knows how to use periodical and newspaper indexes, (Social Studies Department) and knows the various forms of periodicals, i.e., hardbound, paperbound, and microform.

General

1. Reader's Guide to Periodical Literature.
2. New York Times Index.
3. Biography Index.

Specialized

1. National Geographic Index
2. American Heritage Index
3. Audubon Index
4. Vital Speeches Index

B. Student knows how to use the microfilm readers and other A/V equipment. (Social Studies Department)

- C. Student knows how to use specialized reference books in the specific subject areas, i.e., Social Studies Department.
1. Geographical References: Atlases, Gazetteer, Maps, Dictionaries
 2. Statistical References: Almanacs, Yearbooks, Statesman's Yearbook
 3. Biographical References: Biographical Dictionaries, etc.
 4. Historical References: Dictionaires, Atlases, Encyclopedias
 5. Handbooks
- D. Student understands and knows how to use the "analytical" and "see reference" cards in the Card Catalog file. (Social Studies Department or English Department)

- A. Student knows how to use specialized indexes. (English Department)
 - 1. Short Story Index, Play Index, Book Review Index, Grangers Index to Poetry, Book Review Digest
 - 2. Advanced use of Reader's Guide to Periodical Literature
- B. Student knows how to use specialized reference books in English. (English Department)
 - 1. Quotation books, Dictionaries of authors, Thesauruses, specialized word books, such as, Rhyming Dictionaries, synonym dictionaries, etymologies and Literature Hand Books, Readers Encyclopedia, Mythology of all races.
- C. Student knows how to use advanced and specialized encyclopedias. (Various Departments)
 - 1. McGraw-Hill Encyclopedia of Science and Technology
 - 2. Encyclopedia of the Social Sciences
 - 3. Mythology of all races
 - 4. Encyclopedia Britannica
 - 5. Encyclopedia Americana
- D. Student knows how to use specialized U. S. History Reference Materials. (Social Studies Department)
 - 1. Dictionaries, one volume encyclopedias, historical atlases
 - 2. Government Publications
 - 3. Pamphlet file
- E. Publications, Trade Publications, and Association Publications. (Social Studies Department)
 - 1. Government
 - a. Foreign Government, Embassies, etc.
 - b. U. S. Government
 - c. State and Local Government
 - 2. Trade Publications
 - 3. Associations (NEA, National Rifle Association, Chamber of Commerce, etc.)

9th GRADE

- A. Student knows how to use specialized reference materials in science.
(Science Department)
 - 1. Science and mathematical dictionaries, science handbooks, encyclopedias, Who's Who, etc.
- B. Student knows how to develop a research paper. (English and Social Studies Departments)
 - 1. Bibliographies
 - a. Preparation of
 - 1) Book
 - 2) Non-book
 - b. Use of
 - 2. Note taking
 - 3. Outlining
- C. Use of Pamphlet File (Advanced)
 - 1. Materials in pamphlet file

LIBRARY INSTRUCTION ON SENIOR HIGH LEVEL

(10-12)

At this level the student will be working on a more independent basis. All library skills learned at earlier grade levels should be reinforced and refined on an independent basis. Student on this level should know how to locate materials, and how to use many of the reference sources. Students should learn to fully utilize reference sources within specific areas of study.

To this end, it is recommended an elective mini-course (6-9 weeks) be offered to students dealing with the following areas:

- A. Resources in the Social Sciences - Print and Non-print
- B. Resources in Science and Technology - Print and Non-print
- C. Resources in Humanities - Print and Non-print

The course would be planned by the department and the librarian.

A GRADED PROGRAM OF LIBRARY INSTRUCTION

Appendix A

The following sequence of activities is designed to correlate with the various curriculum areas to provide a logical program of instruction through the grades.

Grade levels are suggested, and the progression is from the simple to the more detailed.

P - Presented only - (General concept, location, availability)

T - Presented and Taught - (Specific skill comprehension)

R - Reviewed and Expanded - (Concept and skill)

	K	1	2	3	4	5	6	7	8	9	10-12
I. Introduction - Preface - Foreword					P	T	R	R			
1. Author's viewpoint											
2. Summary of contents											
J. Body or text of book				P	P	T	R				
1. Chapter headings											
2. Sub-heads											
3. Chapter summaries											
4. Footnotes											
a. Located at bottom of page or elsewhere								T	T	R	R
b. Keyed by asterisks, etc.											
5. Running headings											
6. Illustrations, frontispiece											
K. Appendix					P	T	R	R	R	R	R
1. Additional information which the author believes important											
L. Bibliography				P	T	R	R				
1. References made by author to other books											
2. Located in a special section or as part of each chapter											
M. Development of Book				P	P	T	R				
1. History (clay tablet, papyrus, horn book, etc.)											
2. Book today (how made)											

I. UNDERSTANDING AUDIO-VISUAL MATERIALS

List of AV Materials available in the Cheltenham School District is kept in the Library - IMC.

- | | | | | | | |
|--|---|---|---|---|---|---|
| A. Filmstrips | P | T | T | R | R | R |
| 1. Frames, size, total number, sprockets, captions | | | | | | |
| 2. Title frame, relations to title page of a book | | | | | | |
| 3. Sound accompaniment, record or tape cassette, audible/inaudible signals | | | | | | |
| 4. Filmstrip projector, previewor, care, rules of operation | | | | | | |
| 5. When to use a filmstrip | | | | | | |

	K	1	2	3	4	5	6	7	8	9	10	12
B. Filmloops		P	T	R	R	R	R	R				
1. Cassette sound loop												
2. Single concept												
3. Filmloop projector - care, rules of operation												
4. When to use a filmloop												
C. Slides		P	T	R	R	R	R	R				
1. 2 x 2 transparencies												
2. Slide projector - care, rules of operation												
3. When to use slides												
D. Films (16mm, 8mm)				P	T	R	R	R	R	R	R	R
1. Physical aspects												
2. Historical aspects, film as an art form												
3. Techniques - montages, flashbacks, fades, background music												
4. Film sources - Intermediate Unit, public libraries												
5. Film projector - care, rules of operation												
6. When to use films												
E. Microforms									T	R	R	R
1. Size reduction, relation to printed material												
2. Microfilm												
3. Microfiche												
4. Microform readers and reader/printers - care, rules of operation												
5. When to use microforms												
F. Tape recordings	P	T	R	R	R	R	R	R	R	R	R	R
1. Reel to reel												
2. Cassette												
3. Tape recorders - care, rules of operation												
G. Disc recordings (Records)	P	P	T	R	R	R	R	R	R			
1. Physical characteristics RPM 16, 33-1/3, 45, 78												
2. Content, spoken arts, music												
3. Record players - care, rules of operation												
H. Radio and TV				P	P	R	R	R	R	R	R	R
1. VTR units available through Library IMC												
2. TV production capabilities Cedarbrook and High School.												

K	1	2	3	4	5	6	7	8	9	10-12
P	P	T	R	R	R	R	R	R	R	R
P	P	P	T	R	R	R	R	R	R	R
P	T	R	R	R	R	R				
	P	T	R	R	R	R				
		P	T	T	R	R				
		P	T	T	R	R				
					P	T	R	R		
P	T	T	R	R	R	R		R	R	
	P	T	T	R	R	R				
	P	T	T	T	R	R				
	P	T	T	R	R	R				
			P	T	R	R	R			

I. Other AV materials available in the Library IMC

1. Photographs
2. Transparencies
3. Realia

J. Arrangement of AV and Non-Book

1. Dewey Decimal
2. Accession numbers
3. Subject

IV. ALPHABETICAL ARRANGEMENT

A. Knowing the A B C's - essential skill for library reference work

1. Arrangement of words in alphabetical order by first letter
2. Arrangement of words by second and third letters
3. Arrangement of words by fourth, fifth, or more letters
4. Arrangement of words and names in proper order required in filing

B. Types of alphabetizing

1. Letter by letter
2. Word by word

C. Alphabetical shelving of books

1. Primary fiction marked E
2. Fiction
3. Story collections marked SC
4. Individual Biography
5. Non-Fiction (alphabetical within classification)

V. DEWEY DECIMAL SYSTEM OF CLASSIFICATION

A. Groupings

1. Type of groupings
2. Need for groupings

	K	1	2	3	4	5	6	7	8	9	10-12
C. Call number (address)		P	T	T	R	R	R	R	R	R	
1. Upper left-hand corner of card											
a. Classification number											
b. Author letter											
D. Arrangement of card catalog drawers			P	T	T	R	R	R			
1. Outside labels											
2. Guide cards											
3. Filing rules											
a. Abbreviations											
b. Real/unreal people											
VII. THE DICTIONARY (To supplement classroom units)											
A. Unabridged dictionary			P	P	T	T	T	R	R	R	
B. Abridged dictionary	P	P	P	T	T	R	R				
C. Arrangement		P	P	P	T	T	T	R			
1. Guide words											
2. Definitions											
3. Special sections of features											
D. Kinds of information about words (relate to both abridged and unabridged dictionaries)											
1. Spelling - simple words, compound words, plurals, and capitalization				P	T	R	R	R	R		
2. Pronunciation - accent and diacritical marks				P	T	R	R	R	R		
3. Abbreviation				P	T	R	R	R	R		
4. Derivation					T	T	T	T	R	R	
5. Proper names - persons, legend				P	P	P	T	R	R	R	
6. Definition			P	P	T	T	R	R	R	R	
7. Illustrations			P	P	T	R	R	R	R	R	
8. Synonyms - Antonyms					P	T	R	R	R		
9. English usage - generally accepted colloquial, obsolete					P	T	R	R	R		
10. Parts of speech					P	P	T	R	R	R	
11. Foreign words - phrases					P	P	T	R	R	R	
12. Quotations					P	P	T	R	R		
E. Thesaurus					P	T	T	R			
1. Synonyms/antonyms											
2. Selected words/concepts											
3. <u>In other words</u>											
4. Roget's Thesaurus											

VIII. ATLAS AND MAP SKILLS

A. Table of Contents

B. Indexes

1. General
2. World comparisons
3. Geographic terms
4. Population index
5. Products, etc.

C. Location symbols on maps (graphing)

D. Types of maps

1. Political
2. Physical
3. Rainfall
4. Population density, etc.

E. Scale of distance

F. Tables, charts and graphs

IX. RESEARCH SKILLS

A. Literature search methodology

B. Note taking and making an outline (To supplement curriculum requirements)

1. Skimming
2. Note taking
 - a. Main ideas
 - b. Important sub-topics
 - c. Use own words or "quote"
3. Recording of bibliographic information
4. Outlining
 - a. Grouping main topics
 - b. Order
 - 1) General to specific
 - 2) Chronological order
 - c. Subtopics
 - d. Skeleton outlines (topic)
 - e. Sentence outlines
 - f. Supporting facts and opinions
 - g. Reconstruct paragraph

K	1	2	3	4	5	6	7	8	9
			P	P	T	T	R	R	R
				P	T	T	R	R	R
			P	P	T	T	R	R	R
			T	T	T	R	R	R	R
			P	P	T	T	R	R	R
			P	P	T	T	R	R	R
			T	T	T	R	R	R	R
				T	T	R	R	R	
				P	T	T	R	R	

	K	1	2	3	4	5	6	7	8	9
B. Magazine Indexes					P	P	T	T	T	R
1. Frequency										
2. Use										
a. Type of information										
b. Abbreviations										
c. Entries (type of)										
d. "see" reference										
e. Subheadings										
f. Skimming										
g. By and about people										
C. Type of Indexes										
1. General										
a. Reader's Guide, etc.					P	P	T	T	T	R
2. Special										
a. National Geographic, etc.					P	P	T	T	T	R
D. Further magazine references							P	P	P	P
E. Circulation procedures			P	T	T	R	R	R	R	R
F. Back issues in both school and public library					P	P	T	T	R	R
XI. <u>USE OF VERTICAL FILE</u>										
A. Source for recent, up-to-date material; standard for selection of this material				P	P	P	T	T	R	R
B. Types of material: clippings, pictures, pamphlets, maps, etc.				P	P	P	T	T	R	R
C. Arrangement of material				P	P	P	T	T	R	R
D. Circulation procedures				P	P	P	T	T	R	R
XII. <u>REFERENCE</u> (Teachers and Librarians may wish to add to this list)										
A. The encyclopedia										
1. General characteristics										
a. Contains general information and facts			P	T	T	R	R			
1) Words listed are nouns										
2) Persons, places, things, events, ideas										
3) dictionary vs. encyclopedia										
b. Arranged in alphabetical order			P	T	T	R	R			
1) Single letter										
2) Combination of letters										

	K	1	2	3	4	5	6	7	8	9	10	11
c. Main headings				T	T	R	R					
1) Sub-heading												
2) Skimming												
d. Key words				T	T	R	R					
e. Cross reference				T	T	R	R	R				
1) "see"												
2) "see also"												
f. Guide words				T	T	R	R					
g. Index				T	T	R	R					
1) Volume number or letter												
2) Ready information Index												
3) Page section location (a, b, c, d)												
h. Types of encyclopedias				T	R	R	R	R				
i. Annuals					T	T	R	R				
j. Arrangement of people												
k. Illustrative material												
l. Statistical information												
2. Qualifications of a good encyclopedia												
a. Arrangement					P	T	T	T	R	R		
1) Information should be easily and quickly located												
a) Cross references and index												
b) Paging of inserted material												
b. Authority					P	R	R	R				
1) Authors of articles to be recognized specialists in their fields												
2) Reliable of publication												
c. Recency of publication				P	P	T	R	R				
1) Yearbooks, etc.												
2) Editions												
3) Inserts												
d. Maps, illustrations, bibliographies - all to be accurate and complete				P	P	T	R	R				

3. General Encyclopedias
- Americannia
 - Britannica
 - Britannica, Jr.
 - Comptons
 - Colliers
 - Encyclopedia International
 - Golden Book Encyclopedia
 - Illustrated Encyclopedia for Young People
 - Merit Student Encyclopedia
 - New Book of Knowledge
 - World Book Encyclopedia
4. Special Encyclopedias (multi-volume works)
- Cyclopedia of Names
 - Book of Popular Science
 - Dictionary of Art
 - Dictionary of American Biography
 - Dictionary of American History
 - Dictionary of World Biography
 - Encyclopedia of Music
 - Encyclopedia of Philosophy
 - Encyclopedia of the Social Sciences
 - Golden Book Encyclopedia of Natural Science
 - Harper Encyclopedia of Science
 - Illustrated Encyclopedia to the Animal Kingdom
 - International Wild Life Encyclopedia
 - Lands and Peoples
 - Lincoln Library of Essential Information
 - Lincoln Library of Sport Champions
 - McGraw-Hill Encyclopedia of Science and Tech.
 - The New Illustrated Medical and Health Encyclopedia
 - Pageant of America
 - Pictorial Encyclopedia of American History
 - Young People's Science Encyclopedia
5. Additional one volume encyclopedic works...

K	1	2	3	4	5	6	7	8	9	10
							T	T	R	R
							T	T	R	R
		P	T	T	R	R				
		P	T	T	R	R	R			
					P	P	T	R	R	
							T			
		P	T					R	R	
			T							
			T	T	P	P	T	R	R	
			T	T	R	R	R			
			P	P	T	T	P	T	R	R
							P	T	R	R
							T	T	R	R
							T	T	R	R
							T	T	R	R
							P	T	R	R
									P	T
							P	P	T	T
			P	P	T	T				
							P	P	T	R
			P	P	T	T				
			P	P	T	T				
				P	P	T	R			
						P	T	T	R	R
							T	R	R	
							T	R	R	
				P	P	T				
			P	P	T	T				

1. Webster's Biographical Dictionary
2. Who's Who in America
3. Who Was Who in America
4. Current Biography
5. Dictionary of American Biography
6. Dictionary of National Biography
7. Concise Dictionary of American Biography
8. World Who's Who in Science
9. McGraw-Hill Men of Science
10. Junior Book of Authors, More Junior Authors, Third Book of Junior Authors
11. Contemporary Authors
12. Twentieth Century Authors
13. American Authors, British Authors
14. Biography Index

1. Websters Geographical Dictionary
2. Goode's School Atlas
3. Colliers World Atlas and
Cazetteer
4. Encyclopedia Britannica Atlas
5. Goodes World Atlas
6. Hammonds Universal
7. Rand McNally Cosmopolitan World
Atlas
8. World Book Atlas
9. National Geographic Atlas
10. Historical Atlas of the U.S.
11. Shepards Historical Atlas

1. Oxford Companion to English Literature
2. Oxford Companion to American Literature
3. Bartlett's Familiar Quotations
4. Bulfinch's Mythology
5. Index to Children's Poetry
6. Masterplots
7. Cyclopedia of Literary Characters
8. Oxford Companion to French Literature
9. Moulton's Library of Literary Criticism
10. Short Story Index, Poetry Index, Book Review Index, etc.
11. Reader's Encyclopedia

8. Hero tales

LIST OF SAMPLE LESSONS AVAILABLE

Appendix B

1. Alphabetizing - Self-paced lap* - Grades 2 and 3
2. Alphabetizing - Self-paced lap* - Grades 3 and 4
3. Arrangement in Library - Self-paced lap* - Grades 2 to 5
4. Card Catalog - Self-paced lap* - Grades 3 to 6
5. Encyclopedia - Self-paced lap* - Grades 3 to 6
6. 7th Grade Library Skills Pre-test
7. Reader's Guide - Grade 7 to 8
8. Seven steps to success in writing Research Paper
9. Reading Aloud to Children Program

*lap - Learning Activity Packet

MULTI-MEDIA BIBLIOGRAPHY ON LIBRARY SKILLS AND INSTRUCTION

APPENDIX C

Books:

- Barr, J. Miss Terry at the Library. Whitman, 1962
- Bartlett, S. Books, A Book to Begin On. Holt, 1968
- Bartlett, S. Libraries, A Book to Begin. Holt, 1964
- Batchelor, J. Communication from Cave Writing to Television. Harcourt, 1953
- Beck, Margaret V. A Guidebook for Introducing Library Skills to Kindergarten and Primary Grades. Denison, 1967
- Beck, Margaret V. A Guidebook for Teaching Library Skills. Denison, 1965
- Book One: Using the Card Catalog
- Book Two: Using the Dewey Decimal System
- Book Three: Using Reference Materials
- Book Four: Using the School Library
- (Student workbooks are available)
- Berner, Elsa R. Integrating Library Instruction with Classroom Teaching at Plainview Junior High School. ALA, 1958
- Bongiorno, M. How Can I Find Out. Children's Press, 1963
- Bonsall, C. Tell Me Some More. Harper, 1961
- Boyd, J. Books, Libraries and You. Scribner, 1965
- Bradley, D. The Newspaper: Its Place in a Democracy. Von Nostrand, 1965
- Buckheimer, N. Let's Go to the Library. Putnam, 1957
- Buehr, W. Sending the Word. Putnam, 1959
- Byrne, Sr., A. L. Library Science Series. Americana Corporation, 1971
- (eight student workbooks--2 to 7)
- Cleary, F. D. Discovering Books and Libraries. H. W. Wilson, 1966
- Cook, Margaret The New Library Key. Wilson, 1963
- Cooke, D. How Books are Made. Dodd, 1963
- Daly, M. Patrick Visits the Library. Dodd, 1961
- Davies, Ruth Ann School Library, a Force for Educational Excellence. Bowker, 1966
- Delaney, Jack New School Librarian. Shoe String Press, 1968
- Dougherty, J. Andy and the Lion. Viking, 1938
- Dean, E. Printing: Tool of Freedom. Prentice Hall, 1964
- Downs, Robert B. How to Do Library Research. University of Illinois Press, 1966
- Duvaisin, R. Petunia. Knopf, 1950
- Epstein, S. The First Book of Printing. Watts
- Feigenbaum, L. This is a Newspaper. Follett, 1965
- Field Enterprises Educational Co. The Encyclopedia: A Resource for Creative Teaching and Independent Learning. Field Enterprises Educational Corporation, 1968
- A report of a workshop sponsored by Trinity University, The University of Texas and Field Enterprises Educational Corporation.
- Fisher, L. The Printers. Watts, 1965
- Foster, G. Communication: From Primitive Tom-Toms to Telestar. Criterion, 1965
- Foster, J. Pages, Pictures and Print: A Book in the Making. Harcourt
- Greene, C. I Want to be a Librarian. Children's Press, 1960
- Harshaw, R. What Book is That. Macmillan, 1948
- Hogben, L. Wonderful World of Communication. Doubleday, 1959
- Hurd, E. Johnny Lion's Book. Harper, 1965

Books: (Continued)

- Lehmann, Haupt Life of the Book. Abelard, 1957
 Lexau, J. Olaf Reads. Deal
 Matt, C. Children's Book on How to Use Books and Libraries. Scribner, 1961
 Matt, C. Children's Library Lesson Book. Scribner, Revised Edition (Workbook)
 McCormick, Mona Who, What, When, Where, How, Why Made Easy: A Guide to the Practical Use of Reference Books: With Helpful Hints for the Perplexed Student. Quadrangle Books, 1971
 Mott, Carolyn Children's Book on How to Use Books and Libraries. Scribner, 1961
 Palovie, Lora and Goodman, Elizabeth The Elementary School Library in Action. Parker Publishing Company, Inc., 1968
 Rosoff, Martin The Library in High School Teaching. Wilson, 1961
 Sauer, J. L. Mike's House. Viking, 1954
 School Library Assn. of Calif. Library Skills: Teaching Library Use Through Games and Devices. Fearon, 1958
 Shankman, Florence Kranyik, Robert How to Teach References and Research Skills. New York Teachers Practical Press, 1964
 (Prentice-Hall Education Series)
 Shor, P. Library and You. Prentice-Hall, 1964
 Simon, I. The Story of Printing. Harvey House, 1965
 Taylor, M. Libraries are for Children. Fordham, 1965
 Toser, Marie A. Library Manual. Wilson, 1964
 Whitney, D. First Book of Facts and How to Find Them. Watts, 1966
 Wilson How to Use the Readers' Guide to Periodical Literature and Other Indexes. H. W. Wilson Co., Revised Edition
 Xerox Education Publications Weekly Reader Study Skills Series. Xerox Education Publications
 Library Skills (four books) (3 to 6)
 Dictionary Skills (four books) (3 to 6)
 Zimmerman, M. T. Using the Library. Merrill, 1960
 Zion, G. The Plant Sitter. Harper, 1959

Audio Visual Materials:

ALA	Use Your Library for Better Grades and Fun Too.	Filmstrip
Colonial Films Inc.	Using the Library.	4 Transparencies
Compton	How to Use the Encyclopedia.	Filmstrip
DCA	Using the Library.	10 Transparencies
Educational Services	Media for Moppets.	6 Sound Filmstrips
Encyclopedia Britannica Educational Corp.	Your Library: A World of Books The Card Catalog The Classification of Books Using the Dictionary Using the Encyclopedia Using Special Reference Books	6 Filmstrips
Eye Gate	Library Research Tools Introduction to the Library The Book The Card Catalog Dictionaries Encyclopedias Selected Reference Sources I: General Selected Reference Sources II: Specific Periodical References and Indices The Research Paper: Preliminary Stages The Research Paper: Bibliography and Footnotes	10 Filmstrips and Vicalog*
Eye Gate	Library Services Introduction to the Card Catalog Explaining the Dewey Decimal System Classification The Parts of a Book Using Reference Materials	4 Filmstrips and Vicalog*
	*Vicalog - A large Catalog Card with Overlays	
Eye Gate	Using the Library	10 Transparencies
Field Enterprises	Look-it-up Skills with a Dictionary Look-it-up Skills with an Encyclopedia	12 Transparencies and 3 Booklets
Films, Inc.	Using the Library Series The Card Catalog The Classification of Books Using the Dictionary Your Library Using Special Reference Books	Filmstrips

Audio Visual Materials: (Continued)

F. A. Owens	Library Posters	
General Analine & Film Corporation	Library Science Project-Aid Transparencies	Overlays
Ideal School Supply Co.	Library Skills	18 Transparencies, Worksheet masters and 18 Charts
Instructor Publications	Using Your Library Using Your Library	32 Posters Spirit Masters
Jim Handy	Handwritten Books History of Printed Books How Books are Made Our Alphabet The Story of Numerals The Story of Paper	Filmstrips
McGraw	Library Tools Series Using Books Dewey Decimal System The Card Catalog The Dictionary, Part I The Dictionary, Part II The Encyclopedia	6 Filmstrips
Milliken Publishing Co.	Basic Library Skills (4 to 6) Basic Dictionary Skills (3 to 6) Reference Tools and Study Skills (5 to 8)	12 Transparencies 24 Duplicating Pages 12 Transparencies 24 Duplicating Pages 12 Transparencies 24 Duplicating Pages
Montgomery County	Beginning Responsibility: Books and Their Care Finding Information How to Read Biographic Know Your Library You'll Find it in the Library Magic Book and Story of a Book	Films
SVE	Using the Elementary School Library Exploring the Library Getting to Know Books What's in the Dictionary How to Use the Card Catalog How to Use the Encyclopedia Skills in Gathering Facts	6 Sound Filmstrips

Audio Visual Materials: (Continued)

SVE	The New Book Your Dictionary and How to Use It The Librarian	Filmstrips
3M	Library Science	Transparencies
3M	How to Find a Book in a Library Card Catalog Dewey Decimal System, #1 and #2	Cassette Tapes
Troll Associates	Looking Up Facts and Information A Visit to the Library Using Reference Materials Looking Up Facts and Information Using Reference Materials	Filmstrips
Visual Materials, Inc.	Using the Dictionary Using Your Library Using the Encyclopedia and Other Reference Books	Teacher Transpar Workbook Each Title has 12 Color Trans- parencies 14 Duplicator S
Warren Schloat	An Introduction to the Library Library Materials, Card Catalog, Reference, Readers' Guide Library's Role in Science and Social Studies Assignment	4 Filmstrips, 4 Records or Casse 2 Filmstrips Filmstrips with Records or Cass